Getting Ready

Montana Common Core Standards and Assessments

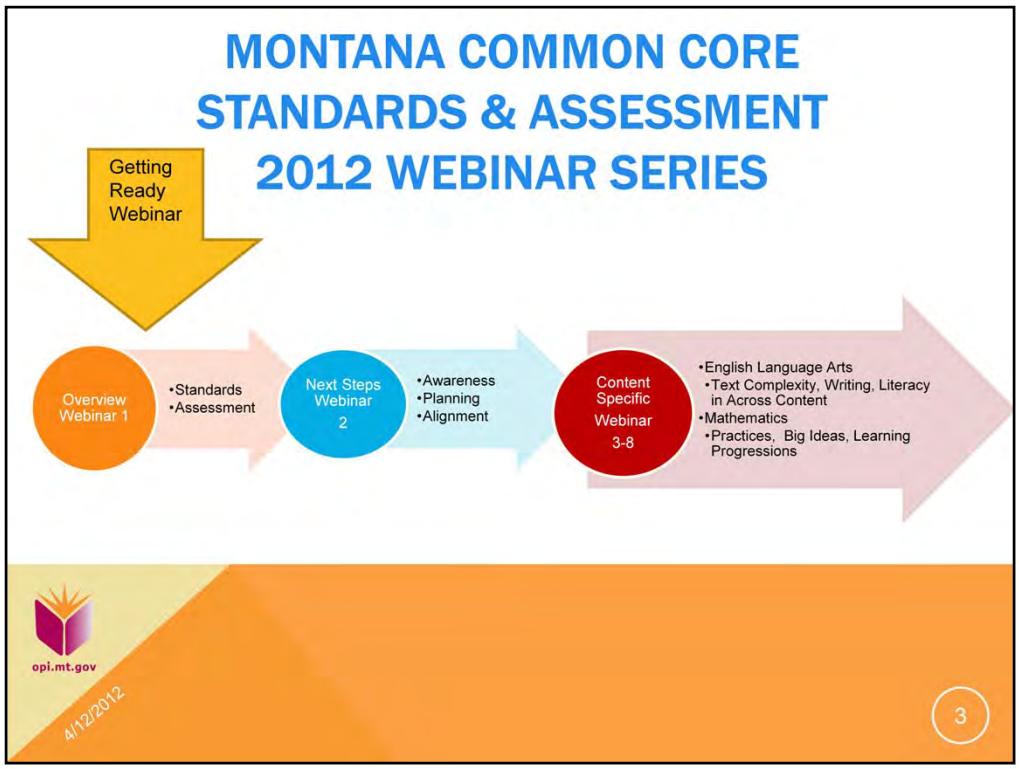
Announcing the adoption
and transition to
Montana Common Core Standards and Assessments
by the Montana Board of Public Education
on **November 4, 2011.**

opi.mt.gov

The Montana Office of Public Instruction will provide on-going information, training and resources.

Website: http://www.opi.mt.gov/MontanaCommonCoreStandards

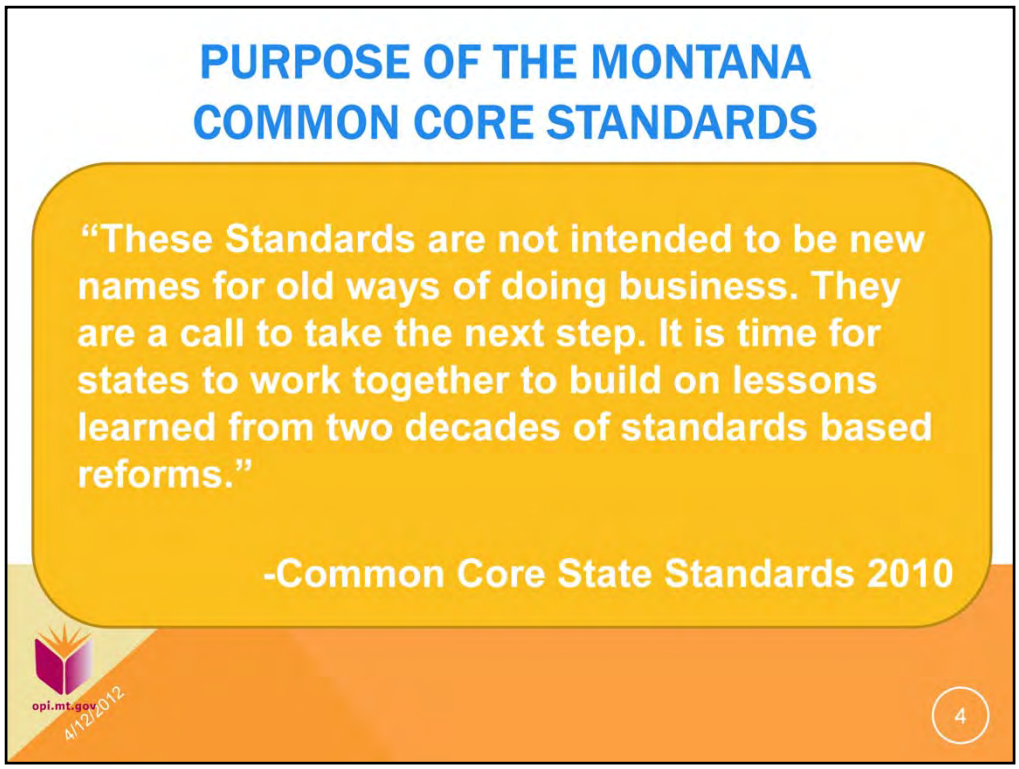
"Welcome. I am Jean Howard, Mathematics Curriculum Specialist. Cynthia Green, English Language Arts Curriculum Specialist and Judy Snow the State Assessment Director are joining me today."



"You may have viewed the September 2011 Getting Ready webinar recorded prior to the adoption of the Montana Common Core Standards. Since September 2011 new information and more resources are continually being developed. Therefore, the Office of Public Instruction will be producing a webinar series. This is the first part of the Montana Common Core Standards and Assessment 2012 Webinar Series. The PowerPoint version of this webinar is located on the Montana Common Core Standards professional development webpage.

In this session we will present an overview of the Montana Common Core Standards and Assessment. Because this is just an overview, it is important to take the time to discuss and do further study to understand the content and implications for what some are calling a new day, especially in the arena of assessment.

Please take time to carefully consider the purpose statement on the next slide."

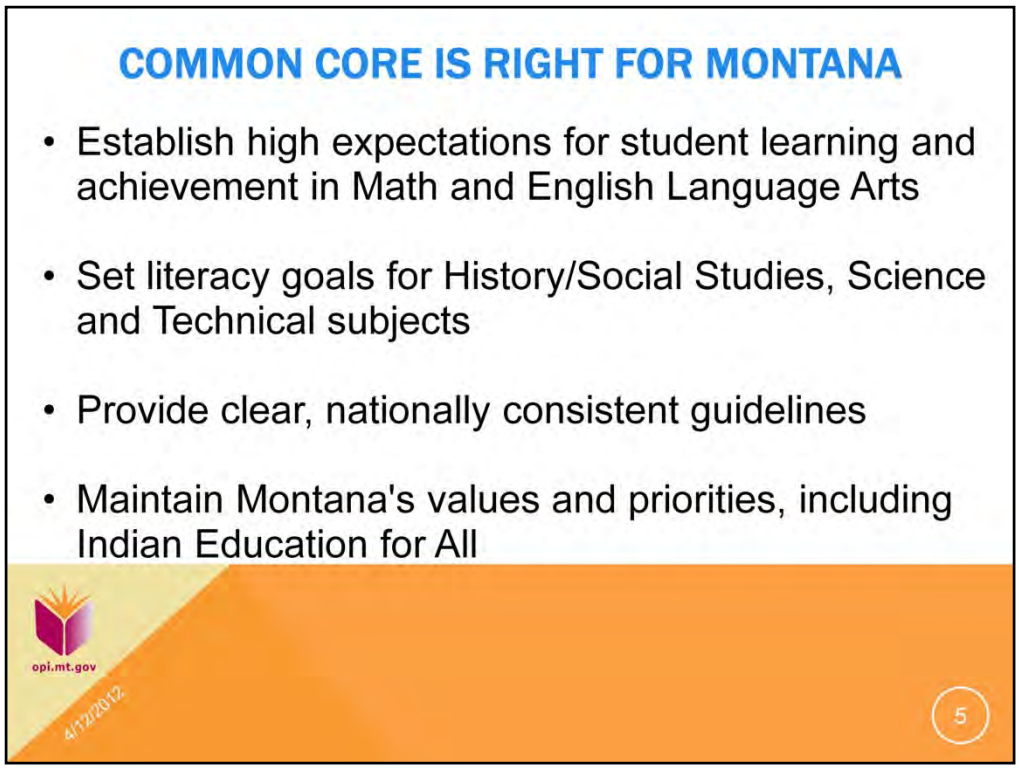


"The Montana Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects, Mathematical Practice and Mathematics were adopted by the Montana Board of Public Education, November 4, 2011.

Excitement and energy surrounds the adoption of these new standards.

Excitement about a clear set of expectations for students to be college and career ready and a "Can do Attitude". Imagine that together we create a system where more students can be engaged in learning, more students graduate, more students have increased earning power and opportunities. We are the ones who can collaboratively create this system.

Working with other common core states and forming a state consortium for assessment are two examples that a new day in standards based education has arrived."



"Standards are targets for what students need to know and be able to do. Standards are a first step – a key building block – in providing our young people with a high-quality education that will prepare them for success in college and career."

•Click here

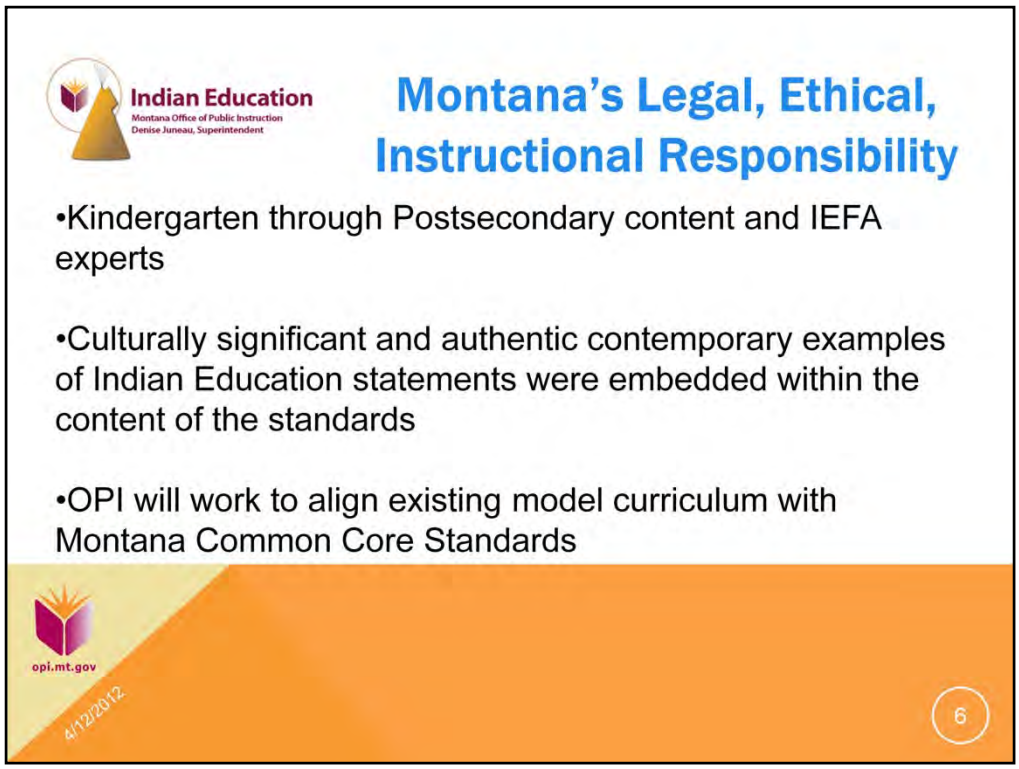
"Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning."

•Click here

"The proposed Montana Common Core Standards will help ensure that students are receiving a high-quality education consistently, from school to school and state to state."

•Click here

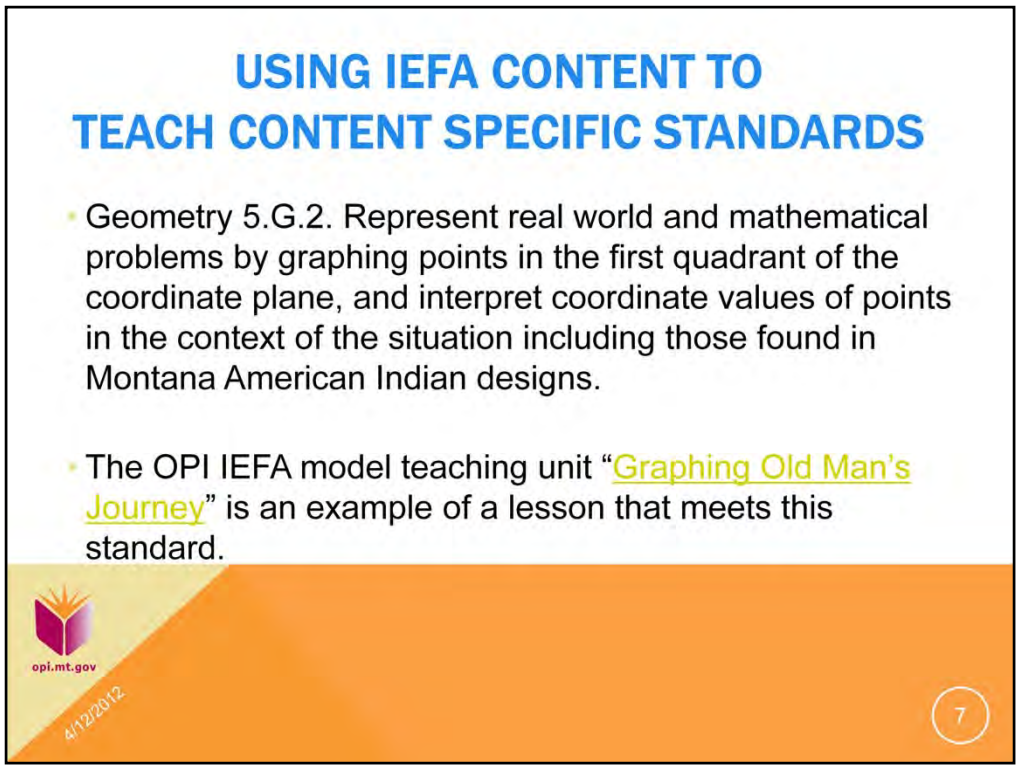
"Above all, these standards speak to Montana's values and priorities which include Indian Education for All."



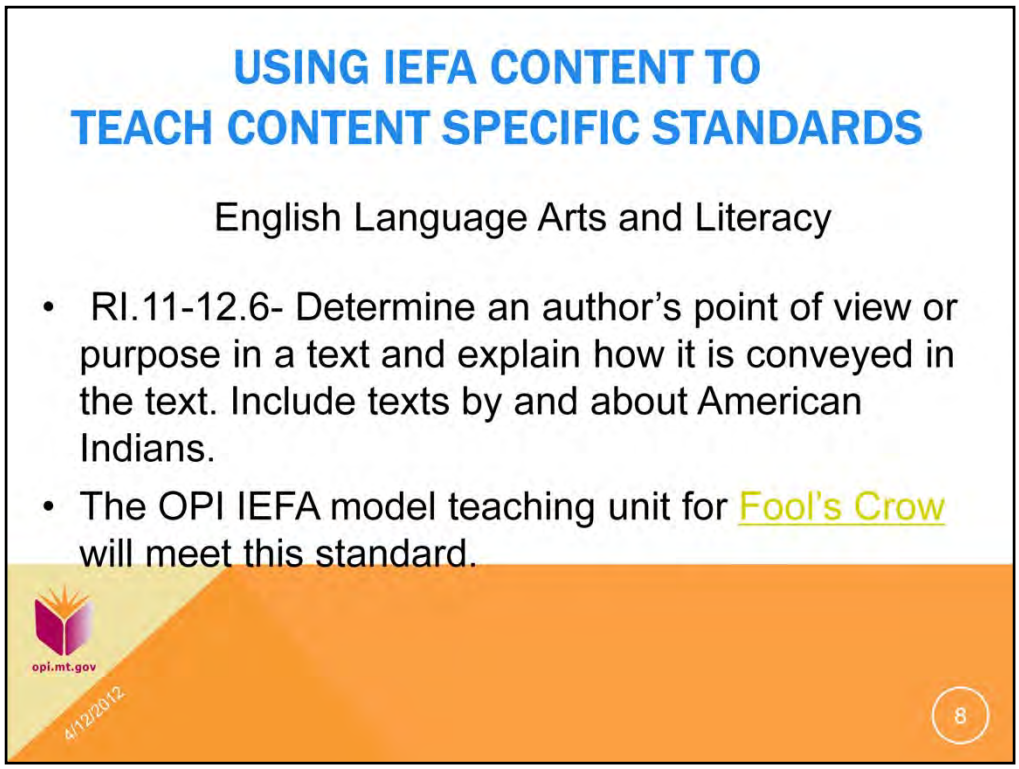
"Knowing that Montana has a legal, ethical, and instructional responsibility, a process for inclusion of Indian Education into the Montana Common Core Standards involved educators with expertise in content and Indian Education, representatives from Indian Education council and representatives from the Montana Advisory Council on Indian Education.

Culturally significant and authentic contemporary examples of Indian Education statements were embedded within the content of the standards

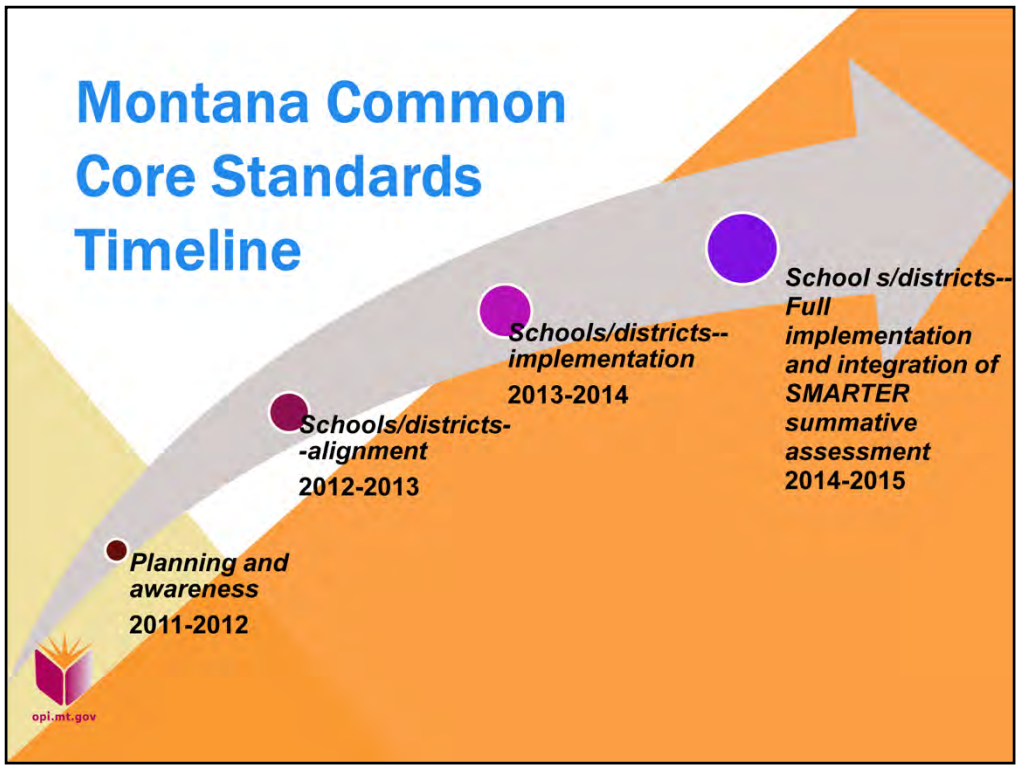
In every school library and on the OPI website are many sets of materials developed to integrate Indian Education for All into every classroom. These resources are based on the previous Montana standards. Therefore, the OPI Indian Education Division has already begun to work on a resource guide to align existing resources to the Montana Common Core Standards."



"For example in the Montana Common Core Standards for Mathematics, the grade 5 geometry standard includes an embedded Indian Education statement. This standard aligns well with the already existing unit. "Graphing Old Man's Journey". Other lessons and units that align will be identified and new ones will be developed for the mathematical practices and mathematics content standards that include Indian Education statements. The set of aligned model teaching units and lessons will be published as a resource guide to assist with the implementation of these new standards. "



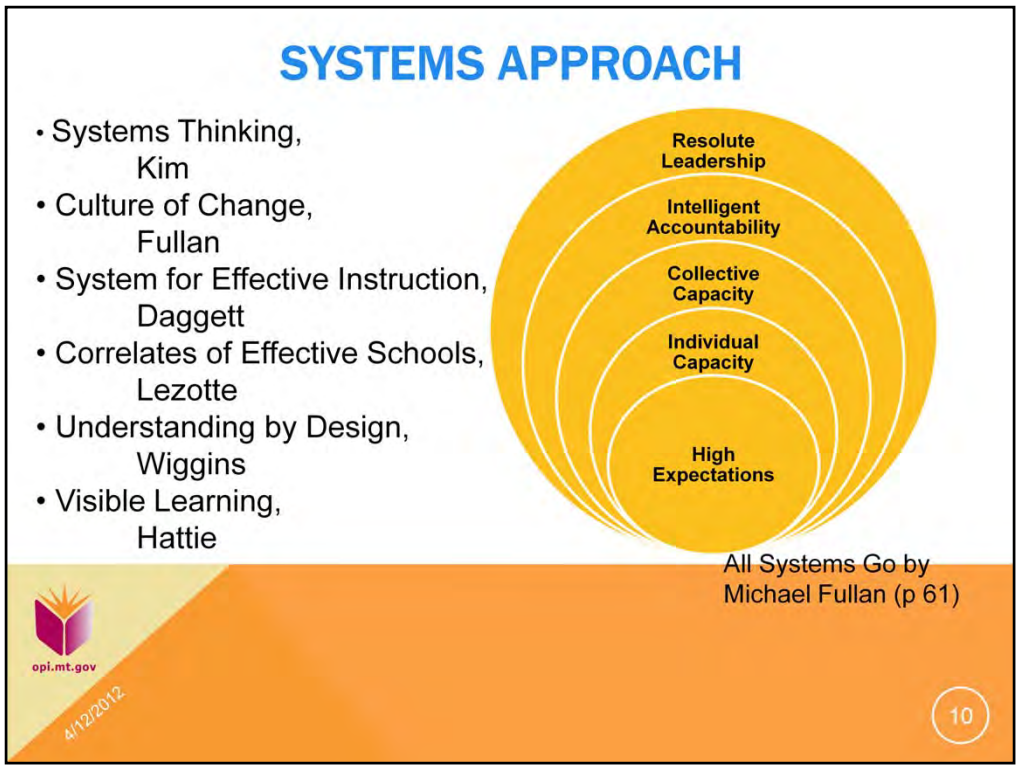
"For example, in the MCCS for ELA reading for informational text grades 11-12 standard 6 includes an embedded Indian Education statement. This standard aligns well with the already existing unit. " Fool's Crow." Other lessons and units that align will be identified and new ones will be developed for the English language arts and Literacy standards that include Indian Education statements. The set of aligned model teaching units and lessons will be published as a resource guide to assist with the implementation of these new standards. "



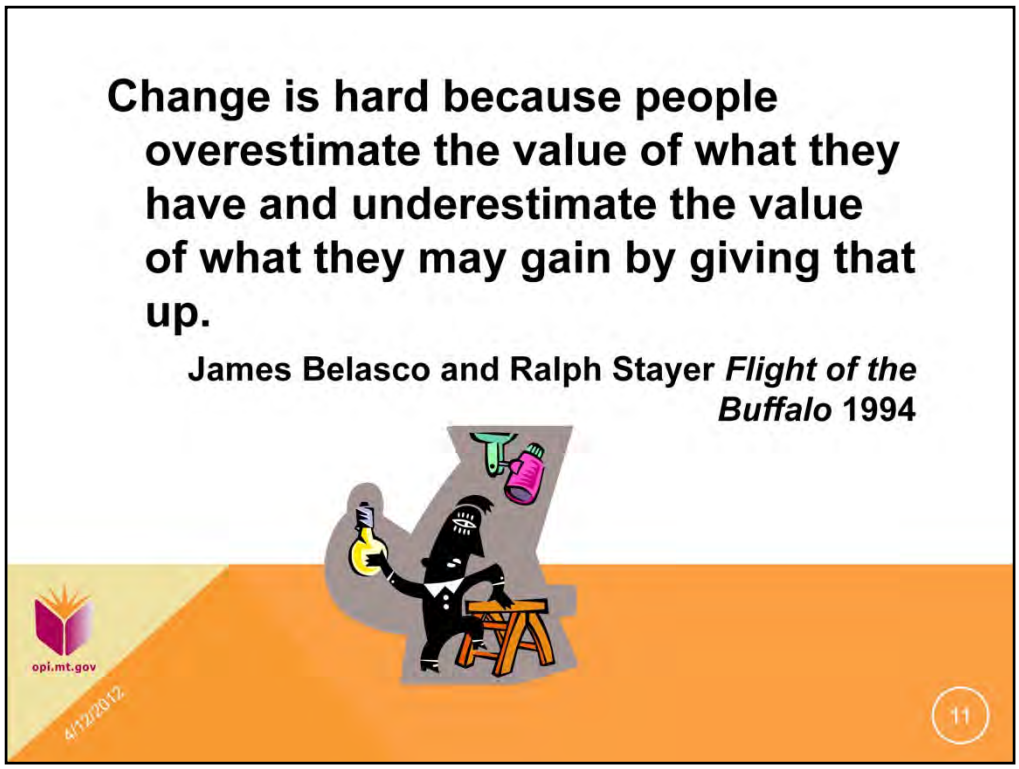
"This is a general timeline for implementation of the Montana Common Core Standards to guide schools as they reach the July 1, 2013 date for required alignment.

Because the implementation is Not about gap analysis, Not about buying a new text series, Not a new check list to get through it will reframe everyone's' role as providers of information to facilitators of the learning processes.

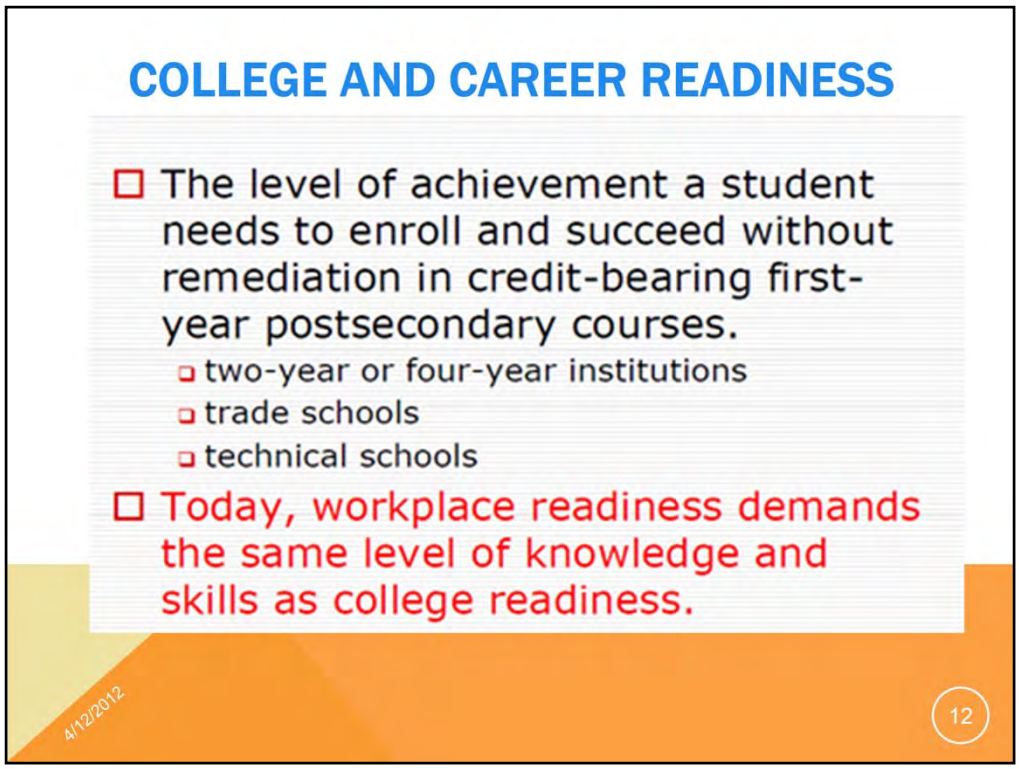
Therefore, OPI is committed to developing and facilitating the use of common core materials and resources through communication and assistance to districts and schools during each phase of the timeline."



"For the hard work ahead in implementing these standards, districts truly taking a systems approach will be successful. Where a whole-system approach has been taken seriously over the past decade, there have been significant improvements in student achievement. Six examples of systems approaches are listed here. A graphic from Michael Fullan depicts the five components leaders need to remember and do. If your district does not already use a systems approach, the recommendation is to select a systems approach and put into practice. "

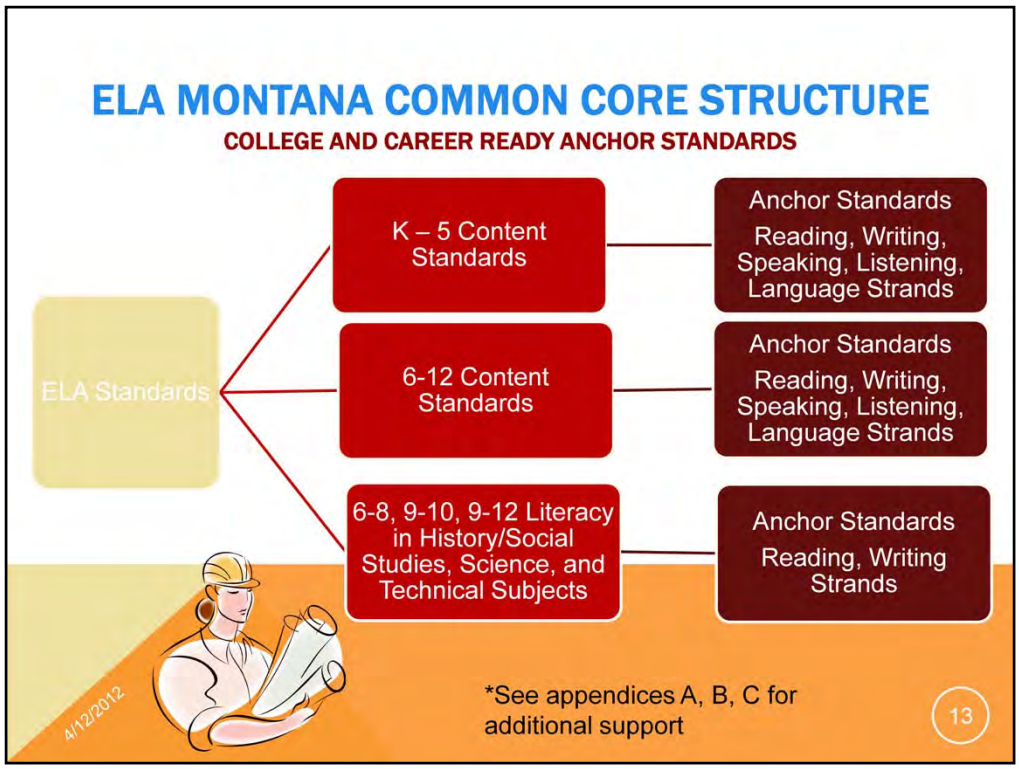


"As mentioned at the beginning of the session, it is a new day and a new days require some change. There are some major shifts or changes with these standards. Although some things are the same, there is a call to take the time to think about the gains that come with these new standards and to move forward using a systems approach."



"The MCCS advocate standards that ensure readiness-the most important factor being student's abilities to read and understand texts of steadily increasing complexity as they progress through school.

It is critical that all levels are working towards this and Superintendent Juneau's Graduation Matters supports this effort. Today, workplace readiness demands the same level of knowledge and skills as college readiness."



"The ELA standards are organized into the strands you see on this page.

The ELA standards have College and Career Readiness Standards for each strand: This means their and CCR standards for reading, writing, speaking and listening, and language.

•K–12 ELA have strands in Reading, Writing, Speaking and Listening, and Language.

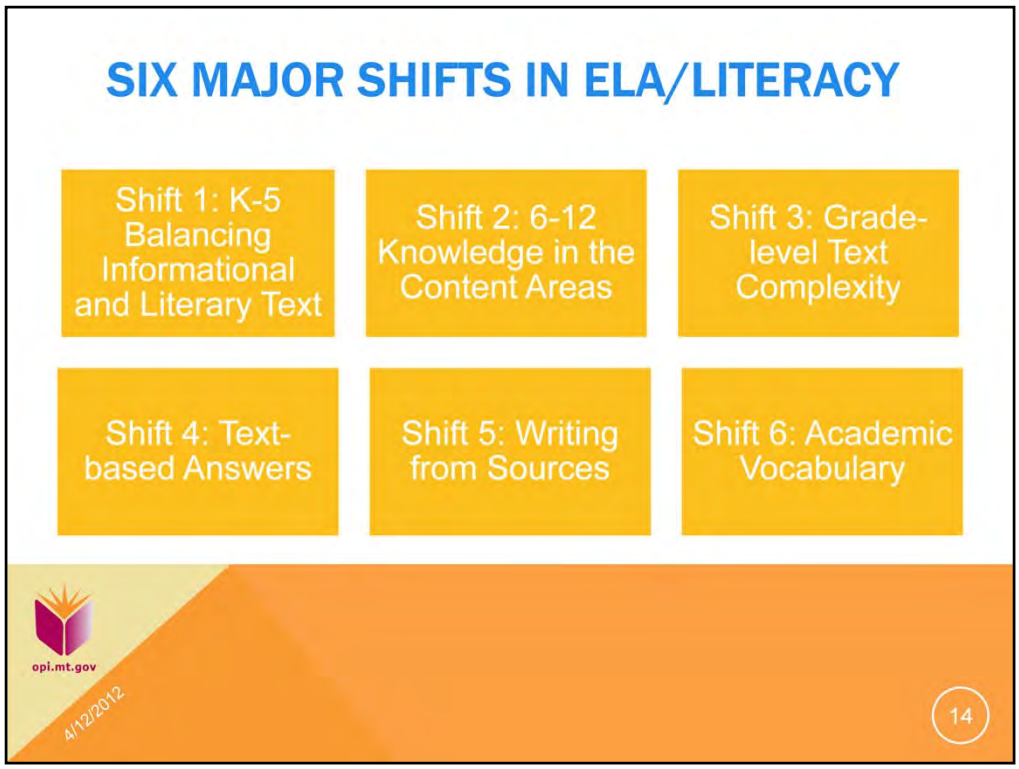
•6–12 history/ social studies, science, and technical subjects have strands that focus on Reading and Writing.

•There are three appendices that accompany the standards document that will aid teachers in teaching these strands.

- •Appendix A details the foundational concepts of the standards
- •Appendix B explains reading expectations and provides annotated examples
- •Appendix C explains writing expectations and provides annotated examples

The Appendices can be found on the Montana Common Core webpage, under the ELA Tab, and Appendices.

http://opi.mt.gov/Montanacommoncorestandards"



Adapted from Common Core "Shifts" originally published by *engage,ny*, and the Oregon Dept. of Education

"Shift 1: Grades K-5 Balancing Informational and Literary Texts- Students read a true balance of informational and literary texts. At least 50 percent of what students read is informational.

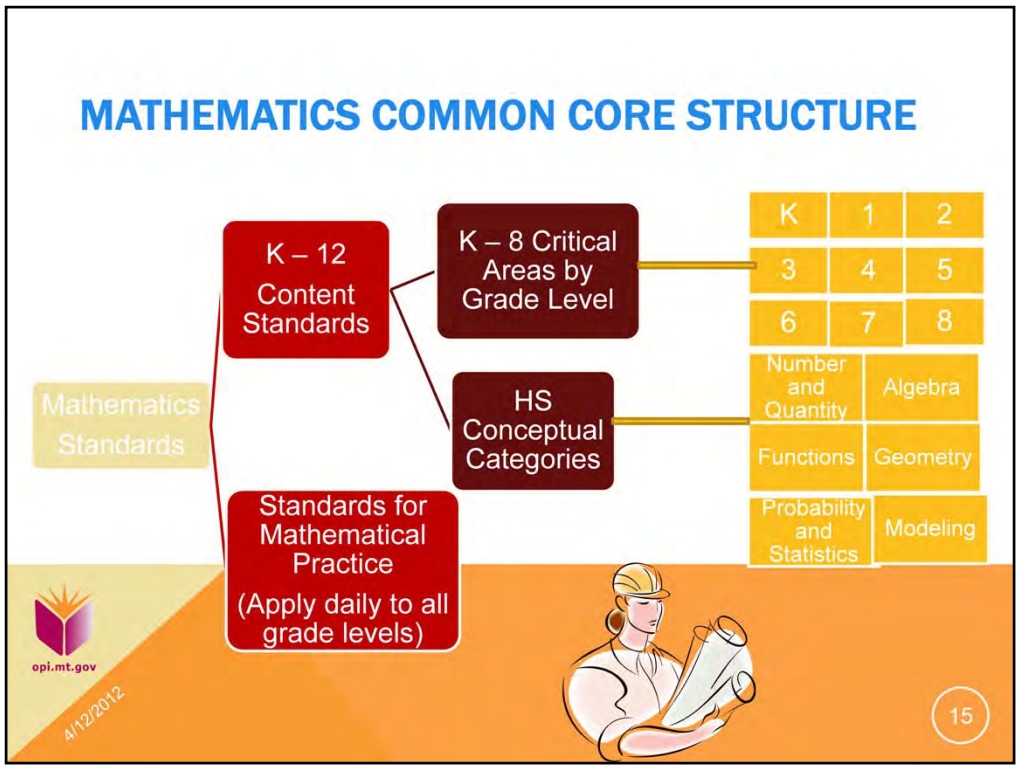
Shift 2: Grades 6-12 Knowledge in the Content Areas- Content area teachers outside of the ELA classroom emphasizes literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms- rather than referring to the text, they are expected to learn from what they read.

Shift 3: Grade-level Text Complexity- In order to prepare students for the complexity of college and career-ready texts, each grade level requires a "step" of growth on the "staircase." All students read the central, grade-appropriate text around which instruction is centered. See Appendix B for exemplars. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that the text is possible for students reading below grade level to read.

Shift 4: Text-Based Answers- Students have rich and rigorous conversations which are dependent on all students reading a common text. Teachers insist that classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text both in conversation as well as in writing, to assess their comprehension of a text.

Shift 5: Writing from Sources- Writing needs to emphasize the use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualize prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

Shift 6: Academic Vocabulary- Students constantly build the vocabulary they need to be able to access grade-level complex texts; by focusing strategically on comprehension of pivotal and commonly found words. Teachers constantly build students' ability to access more complex texts across the content areas."

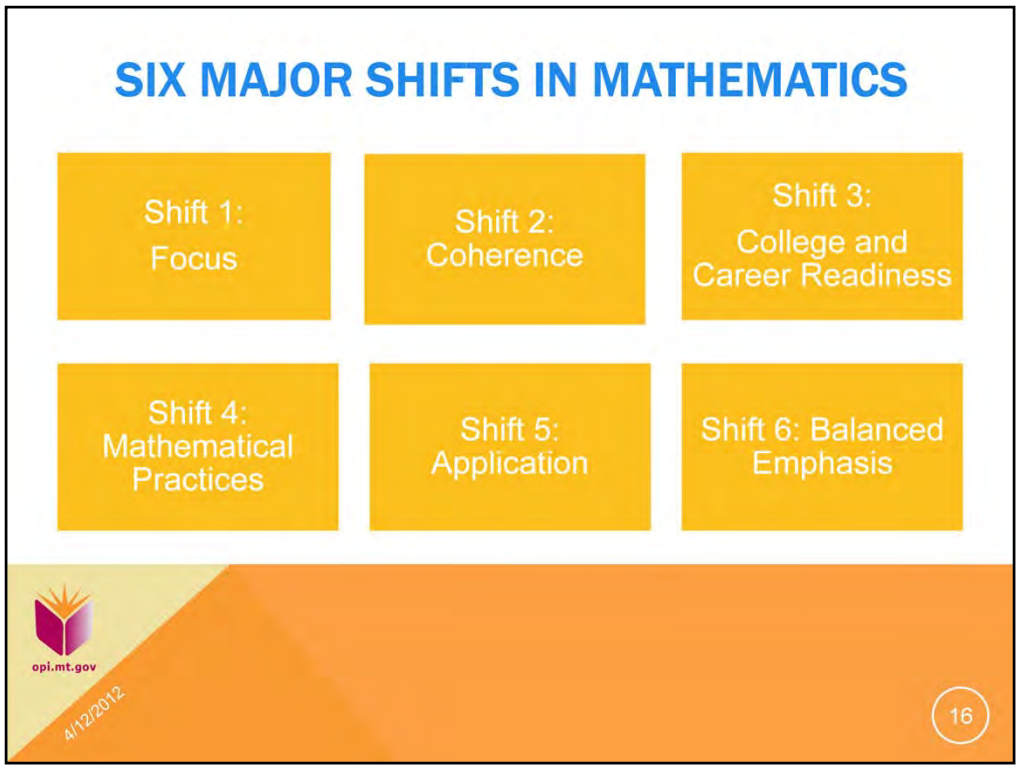


“The structure and vocabulary of the Math standards document have some differences compared to the ELA document.

Please take time to study the document, yes, even the introduction because it provides the foundation and intent of the standards.

One of the most exciting additions are the Standards for Mathematical Practice for all grades. They are listed on every grade level overview page because students are expected to integrate mathematical practice with content on a daily basis. Mathematical practices are about habits of mind which are crucial in being proficient and advanced.

K-8 is organized by grade level and 9-12 is organized by conceptual categories rather than grade level. The high school standards are not organized by course as you can see by the categories such as functions and modeling. The organization and sequence of categories into courses is a district decision. Suggested arrangements have been published to give guidance in the organization and sequence of the high school standards.”



Adapted from Common Core "Shifts" originally published by *engage ny*, and the Oregon Dept. of Education

"Shift 1: There are three to four big ideas per grade level to narrowly and deeply focus the time and energy spent in the math classroom. Prioritized concepts in the standards places emphasis on students reaching strong foundational knowledge and deep conceptual understanding so that they are able to transfer mathematical skills and understanding across concepts and grades.

Shift 2: Deep conceptual understanding of core content at each grade is critical for student success in subsequent years. Each standard is not a new event, but an extension of previous learning. Connecting the learning within and across grades creates coherence. For example, fractions and multiplication build across grade levels and students can scaffold new understanding onto foundations built in previous years.

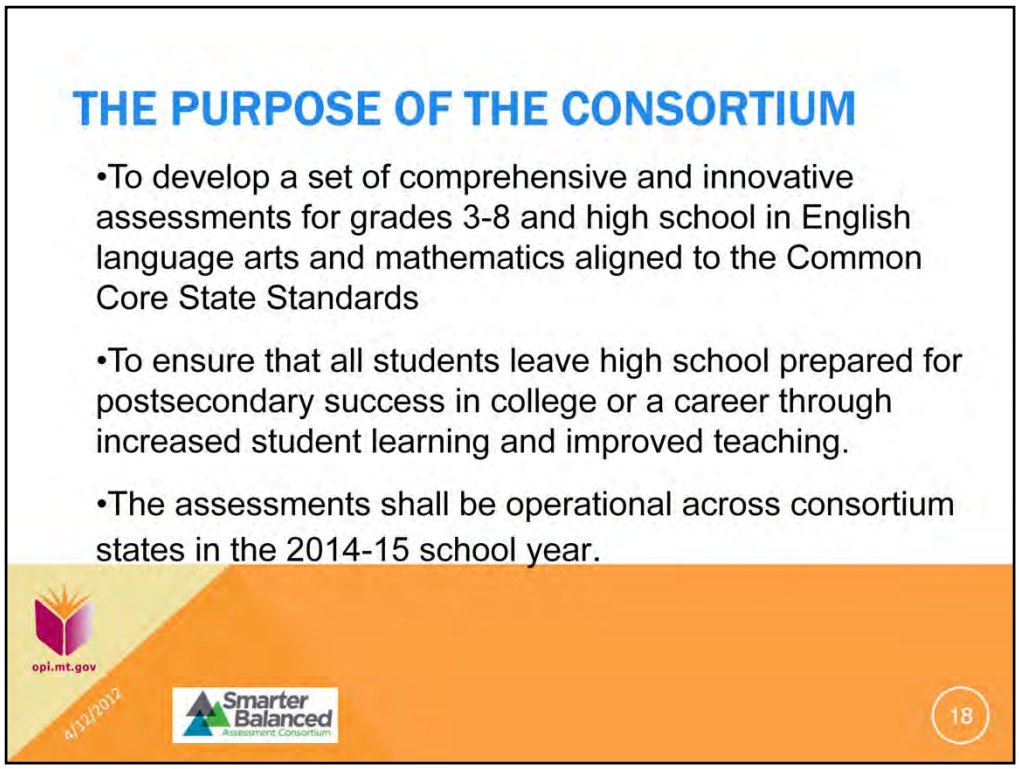
Shift 3:. The standards were written to be aligned with college and work expectations, include rigorous content and application of knowledge through high-order skills so that all students are prepared to succeed in our global economy and society.

Shift 4: The Standards for Mathematical Practice describe the variety of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives so that they see math as more than a set of mnemonics or discrete procedures.

Shift 5: Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Students are expected to use math and choose the appropriate mathematical model even when they are not prompted to do so. Teachers at all grade levels should identify opportunities for students to apply math concepts in "real world" situations.

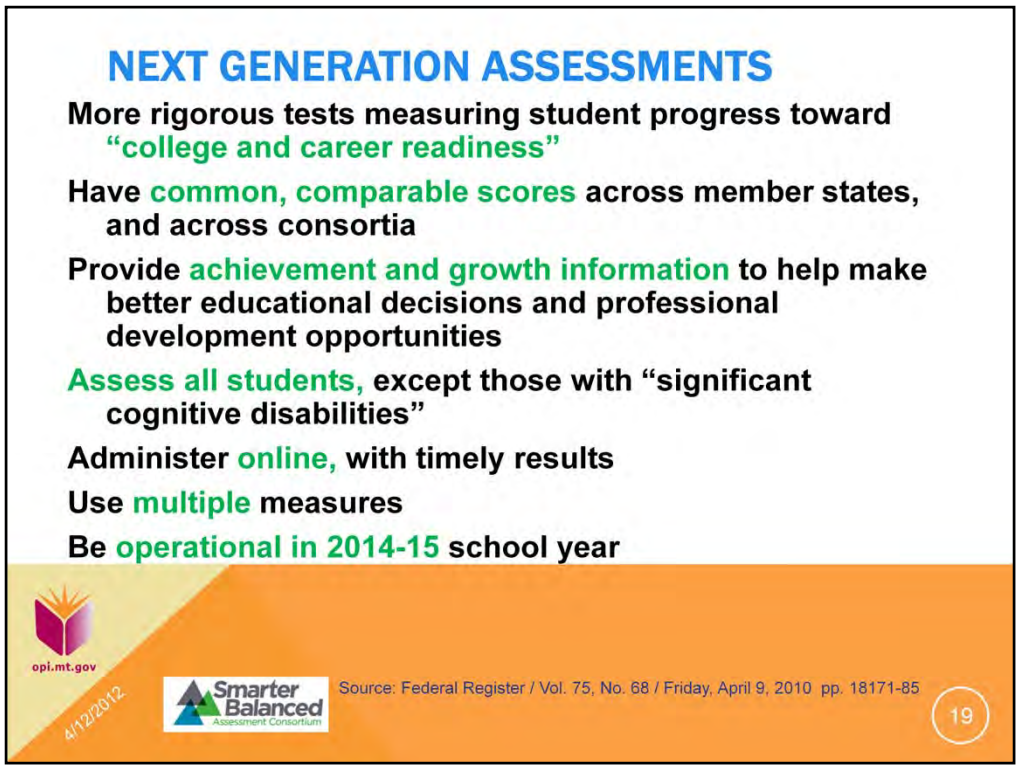
Shift 6: Students are both practicing and understanding mathematics. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in authentic practice and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding is driven by the specific mathematical concept and there, varies throughout a given school year."

Thank you Jean and Cynthia. I am Judy Snow, and it is a new day in assessment. For the first time, we have the opportunity to have a balanced assessment system from classroom instruction through to interim and summative assessments, all of them aligned to the Montana Common Core Standards. And to make this happen, Montana is a member of the SMARTER Balanced Assessment Consortium. In the spring of 2010, Montana joined the SMARTER Balanced Assessment Consortium with about 25 other states to apply for a race to the top grant specifically for assessment and specifically for consortia or states. SMARTER is one of two consortia awarded the grants. The other is PARCC, The Partnership for Assessment of Readiness for College and Careers.

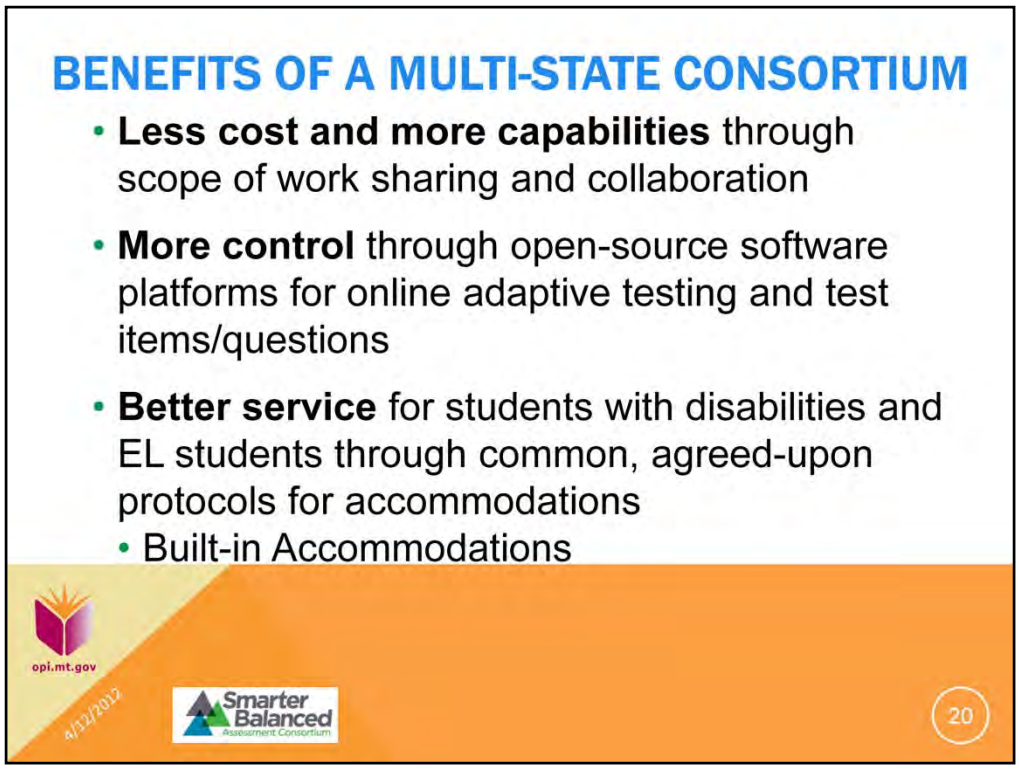


The consortium will develop a set of assessments for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards to support college and career readiness for ALL students.

The assessments will begin operation in the 2014-15 school year.



The next generation assessments are designed to provide more rigorous tests, have common, comparable scores across member states and across consortia, provide achievement and growth information, access all students, administer online, use multiple measures, and be operational in the 2014-15 school year.

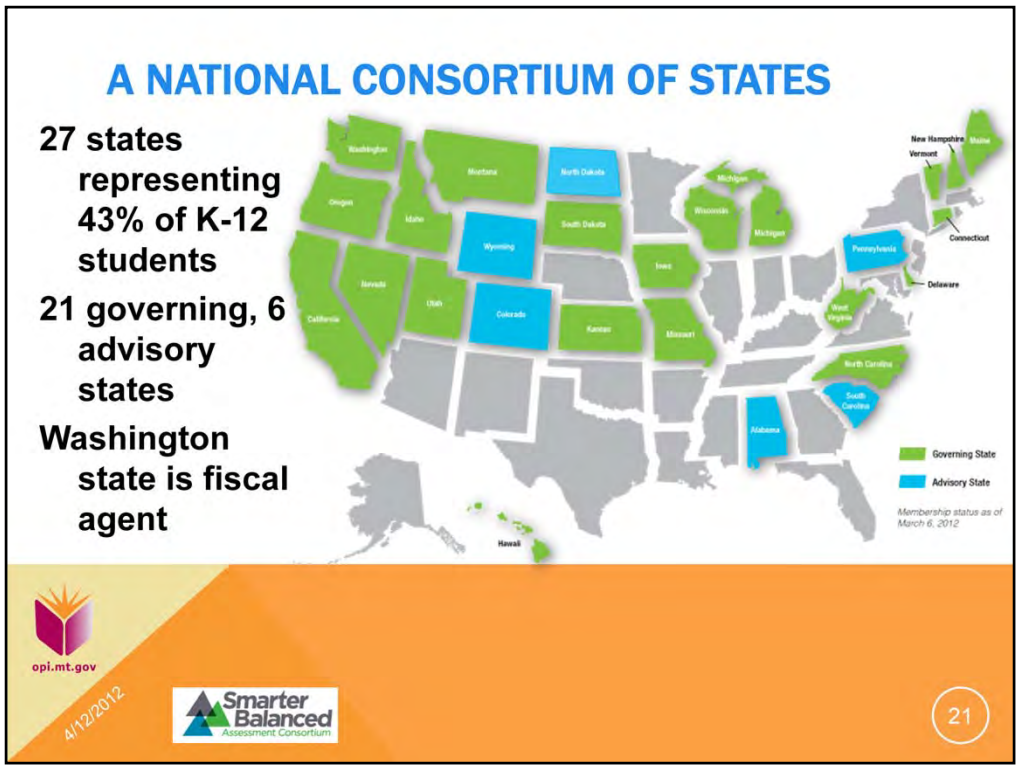


There are advantages to a multi-state consortium, one of which is a wide range of expertise and experience.

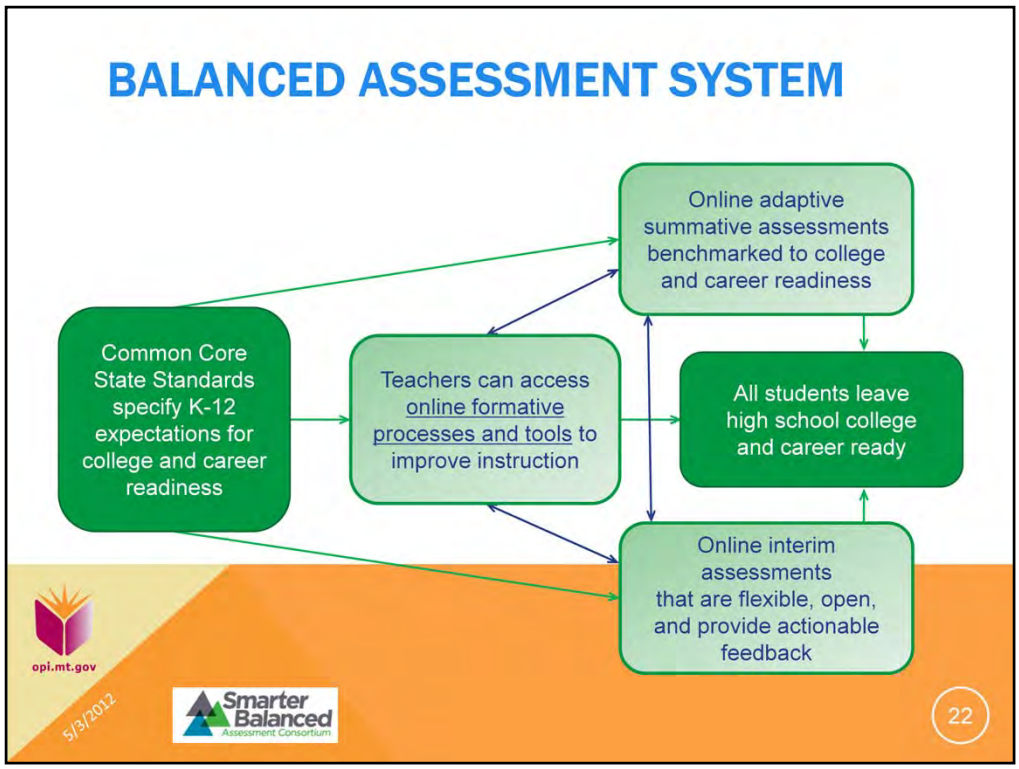
In addition, work sharing and collaboration result lead to greater efficiency at less cost.

Open –source software for the test items and standards for developing them will provide greater flexibility.

Accommodations and administrative procedures for students with special needs will be built into the systems and accommodations will be built in to the test items.



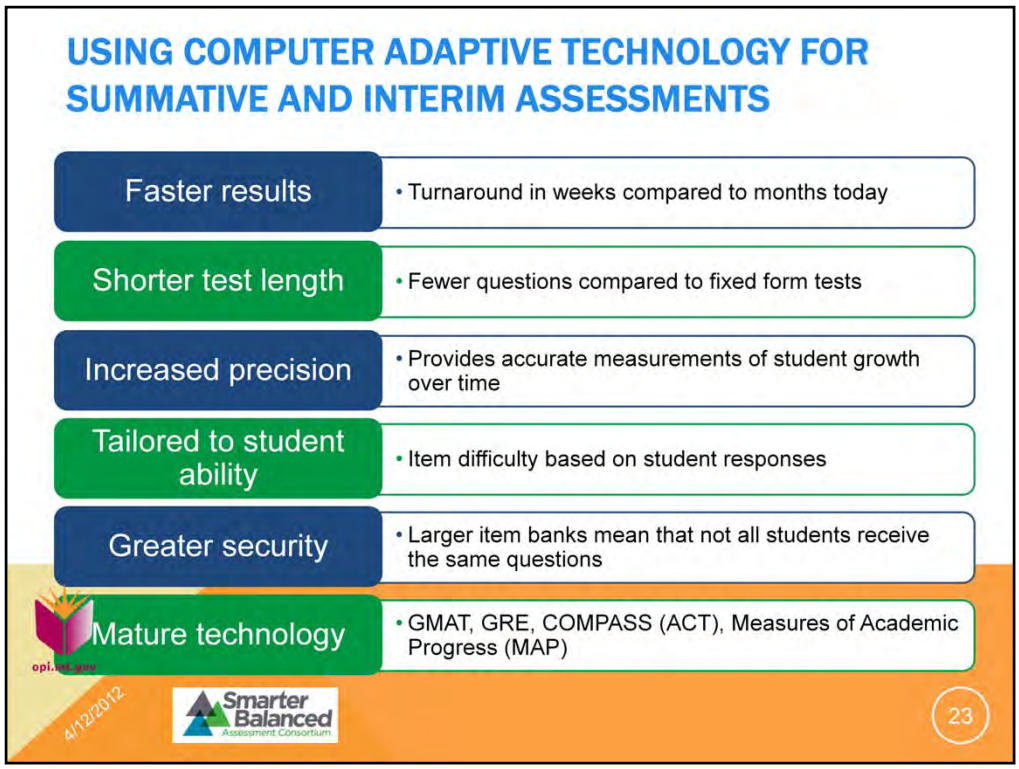
Over 40 percent of the K-12 students in the United states is represented by SMARTER. Montana is a governing state meaning it votes on all consortium decisions and has a leadership role on a work group.



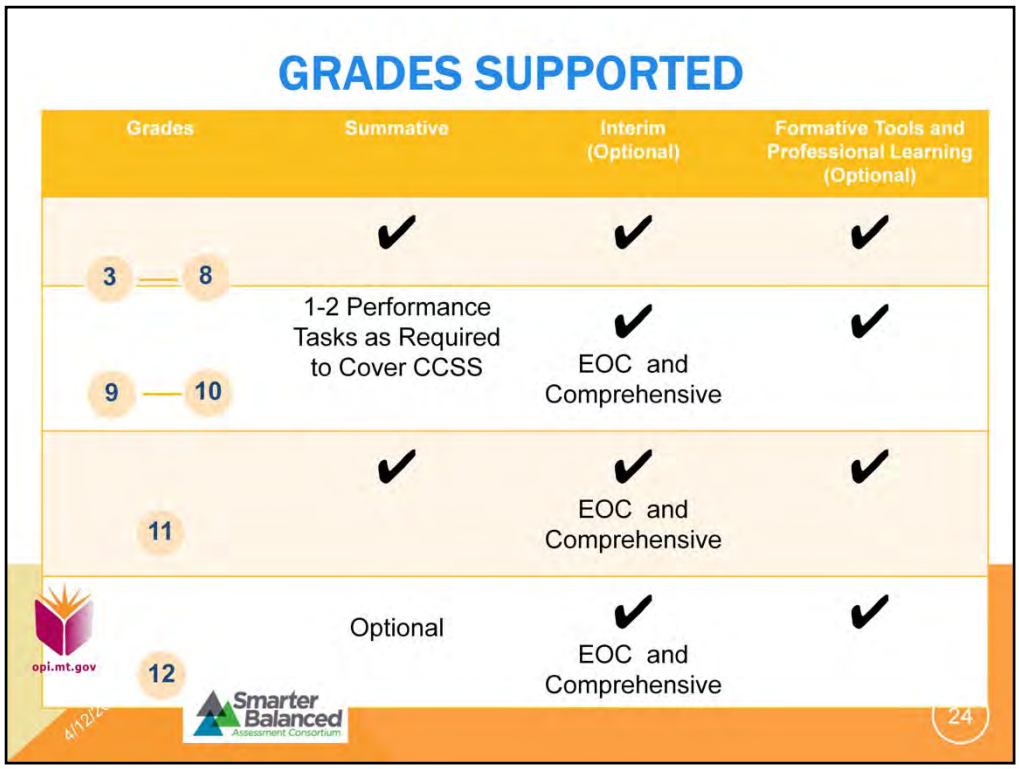
This graphic connects the two dark green boxes with a balanced assessment system of integrated formative, interim, and summative assessments. Notice that the arrows go many directions to demonstrate the connectivity to standards and to each other.

1. Formative assessment practices which occur during learning are very detailed. SMARTER will provide an online site with formative tools and practices aligned to the standards. This site is intended to be used by teachers for professional development and during instruction.
2. Interim assessments which occur after a segment of learning are less detailed. SMARTER's interim assessments will be adaptive online. They are optional. Districts and schools may choose to use them as their interim assessments. The cost estimate is $7 per student for four assessments per student per school year. Both English Language Arts and Math are included in that estimate.
3. Summative assessments occur after learning. Summative is a snapshot. The summative assessment will be required for all students and will be provided by the state. The grades for the summative are 3-8 and grade 11.

We'll will continue to provide information on SMARTER and will feature it at the annual statewide assessment conference Jan. 18-20, 2012 in Helena. The January 19 keynote speaker, Tony Alpert from SMARTER, will present more information and details on the assessments. In addition, he will be available for a break-out session immediately following his presentation.



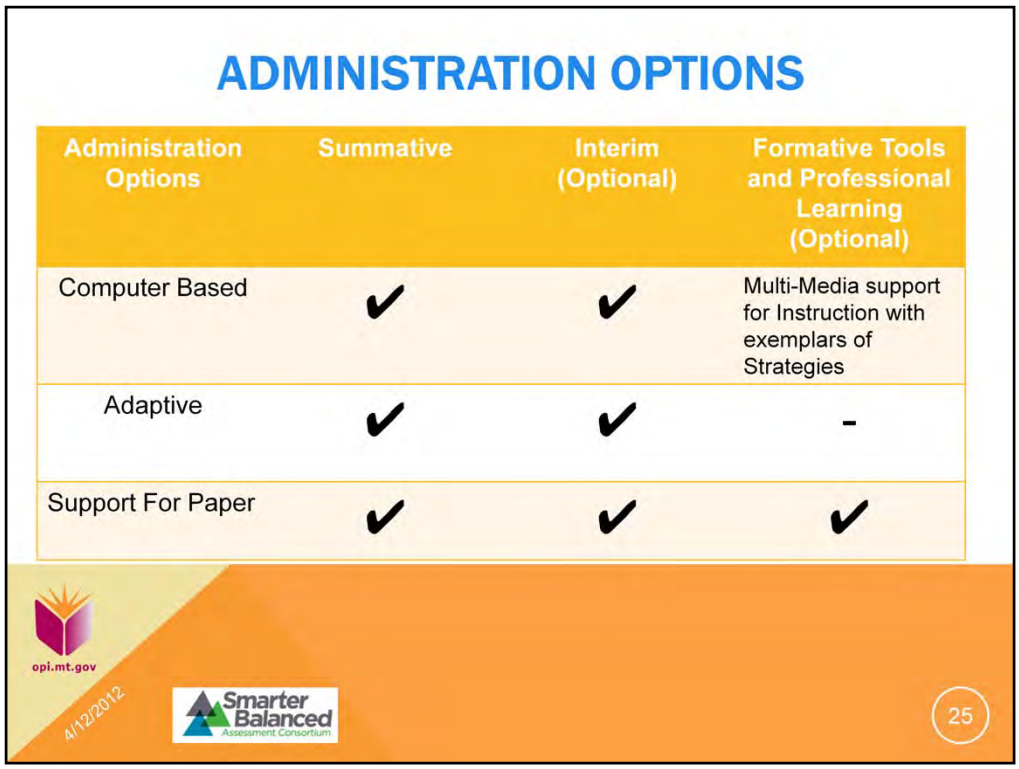
Computer Adaptive Technology/Testing or CAT will provide faster results, shorter test length, increased precision, tailored to student ability, greater security, and mature technology.



The column heads of summative, interim, and formative show that the interim and formative are optional. The summative will be a statewide assessment. The formative and interim will be optional.

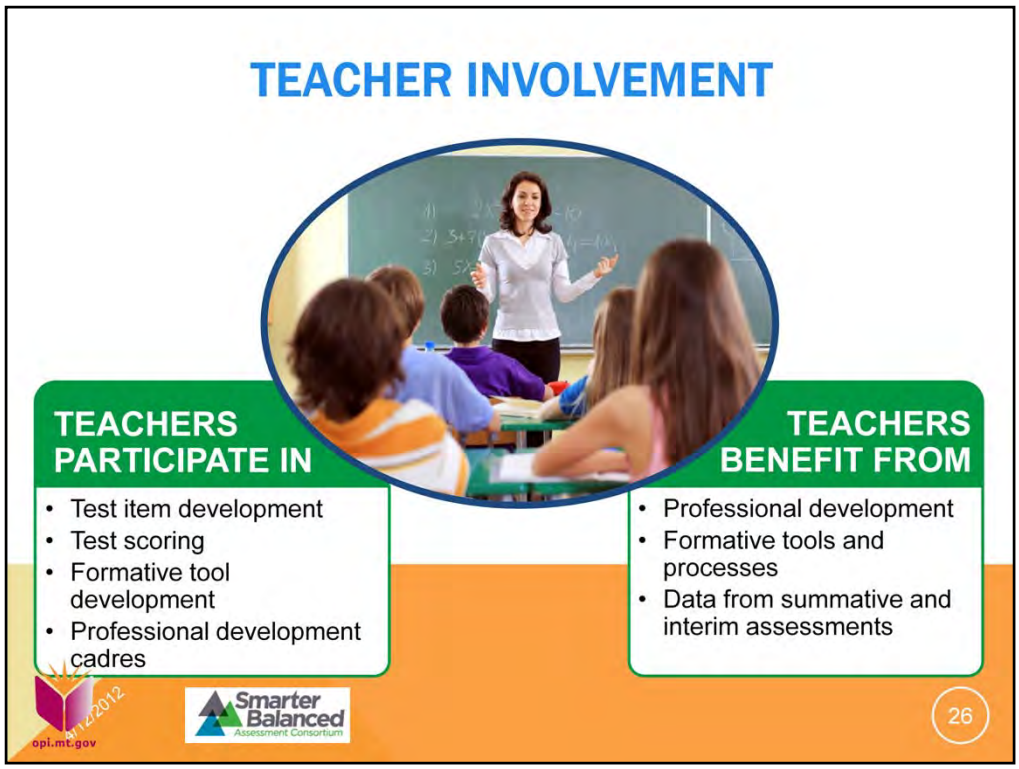
Although the assessment system focuses on grades 3-8 and 11, components of the system may be used for other grades.

- For summative assessment,
  - grades 9 and 10 may have the opportunity to participate in performance tasks.
  - And a summative assessment will be optional for grade 12.
- The optional interim assessments are available for
  - Grades 3-8
  - And with two options in grades 9-12: End of Course or Comprehensive
- Formative tools are available grades 3-12



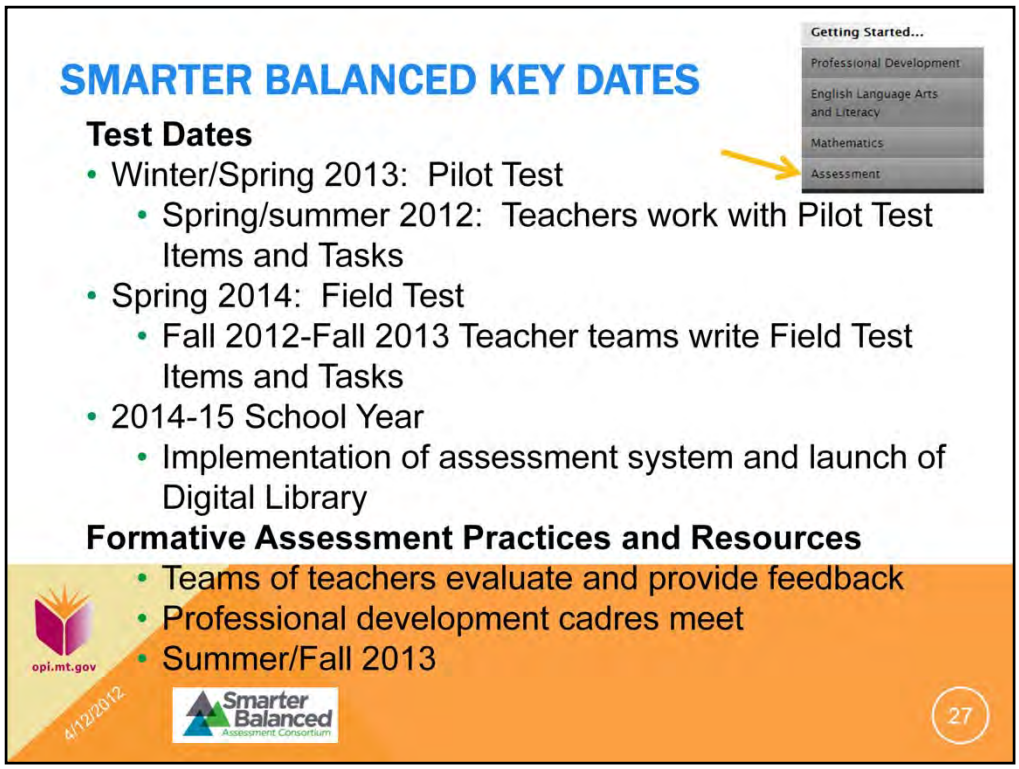
Summative and the optional interim will be computer based, adaptive, and will support paper administration.

The formative tools will be online on the SMARTER Website at the Digital Library Portal. Its proposed design will be a smart, one-stop interactive location with resources and links for educators, students, and parents.



SMARTER is about involving educators from all member states. Teachers will have the opportunity to participate in item development, test scoring, the development of formative tools, and to work within professional development cadres.

Teacher will benefit from the professional development, resources, and data provided by SMARTER.



Dates and events of opportunities for educators from Montana and other member states.

A pilot test will be administered during the Winter/Spring of 2013

But before the pilot test, items need to be developed. And, we have one Montana teacher currently working on the planning group.

The Field test will be in the spring of 2014 with items that teachers develop from the fall of 2012 through the fall 0f 2013.

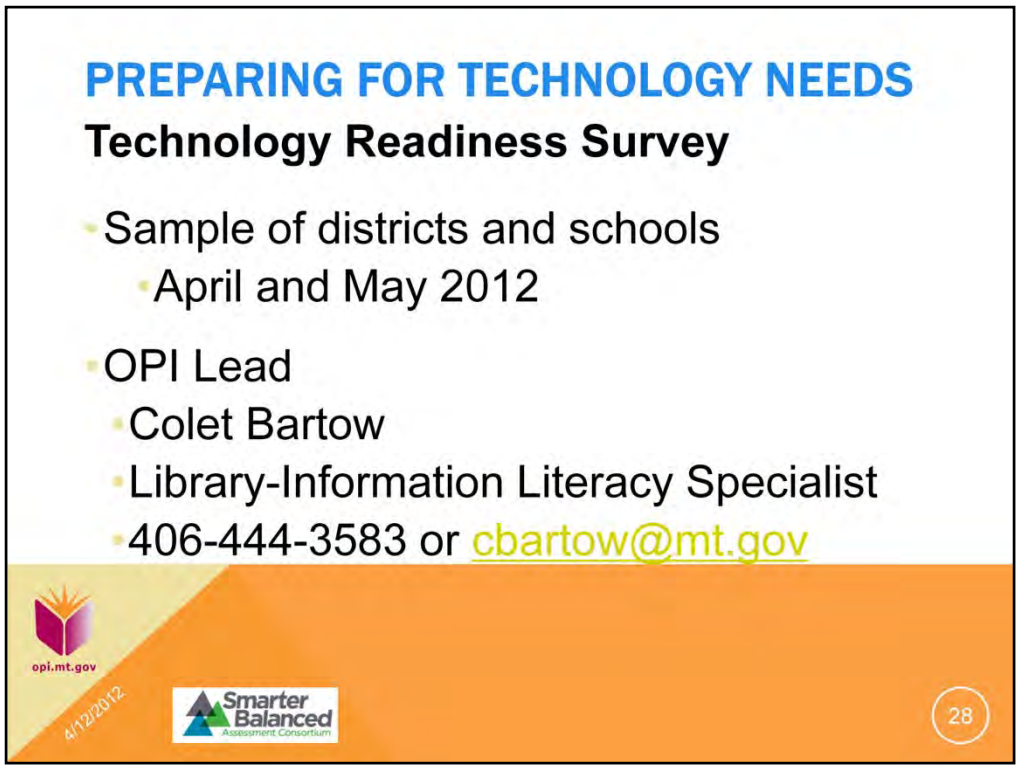
The full assessment system will be implemented in the 2014-15 school year with the summative tests tentatively planned for the last 12 weeks of the school year.

And part of the implementation will be the evaluation of the formative asssessment practices and resources in the summer/fall 2013.

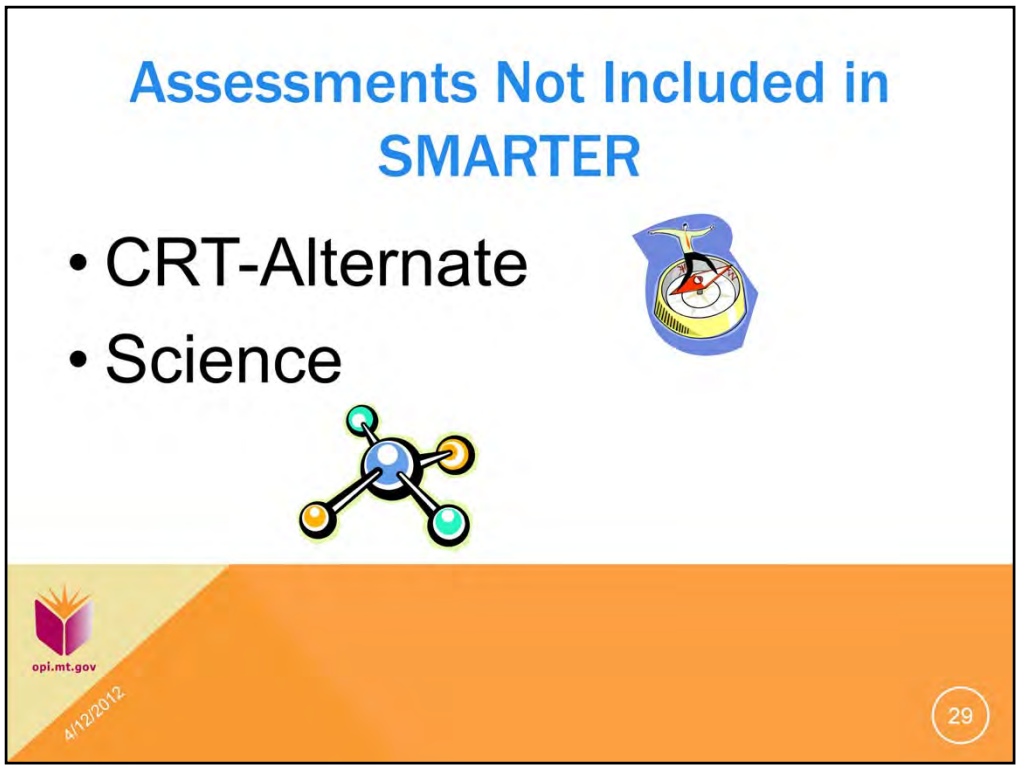
You an see there are many opportunities both to participate in pilot and/or field testing plus development of items and resources.

Information on opportunities will be posted on the Getting Ready website by clicking on the gray assessment on the left of the screen.

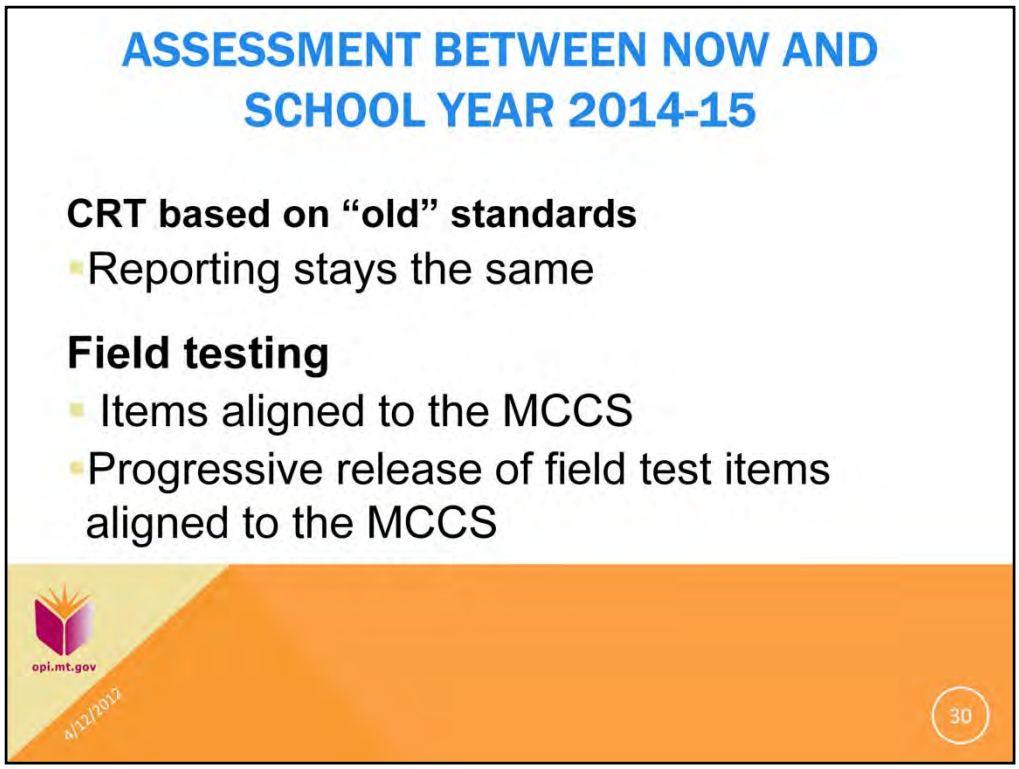
As applications, dates, and deadlines are finalized, we will post the information there.



Colet Bartow is heading a technology readiness survey with a sample of districts and schools in April and May of 2012. The survey will be expanded after the sample. A webinar on technology information is planned. Details will be on the Getting Ready Assessment page.



SMARTER does not include the CRT-Alternate aligned to the Common Core Standards in Math and English Language Arts in grades 3-8 and 11. It also does not include the CRT or CRT-Alt in Science in grades 4, 8, and 11. Montana hopes to join with states in consortia to develop these assessments.

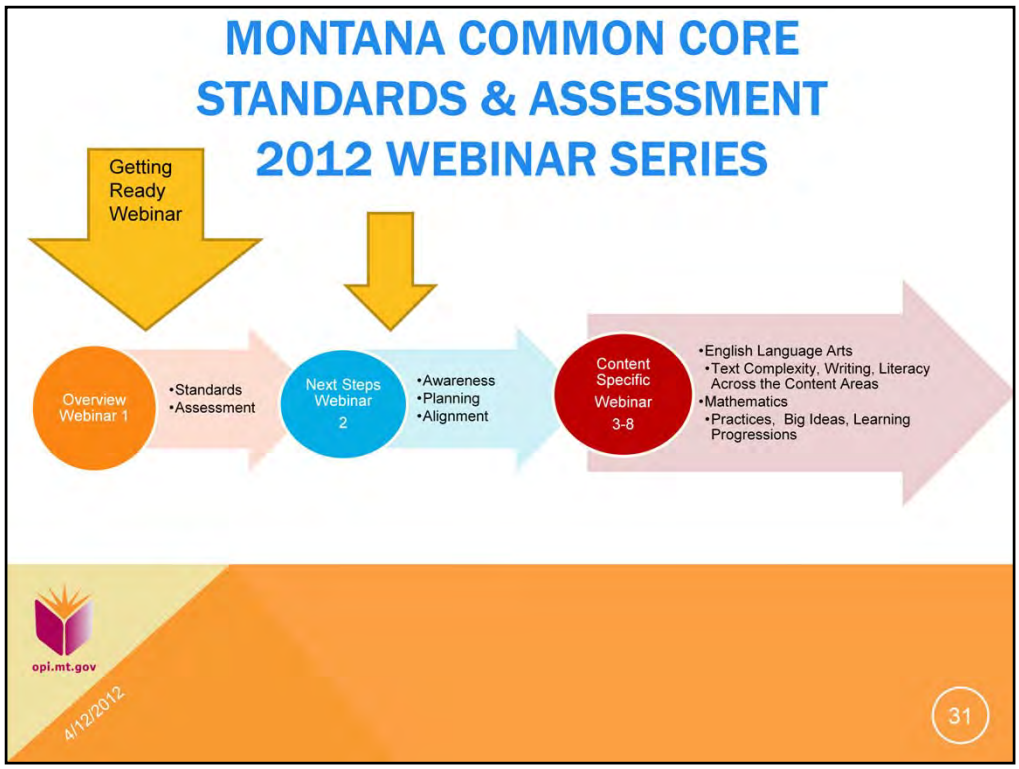


While we are transitioning to the Montana Common Core Standards, we are still required to administer the CRT and CRT-Alternate.

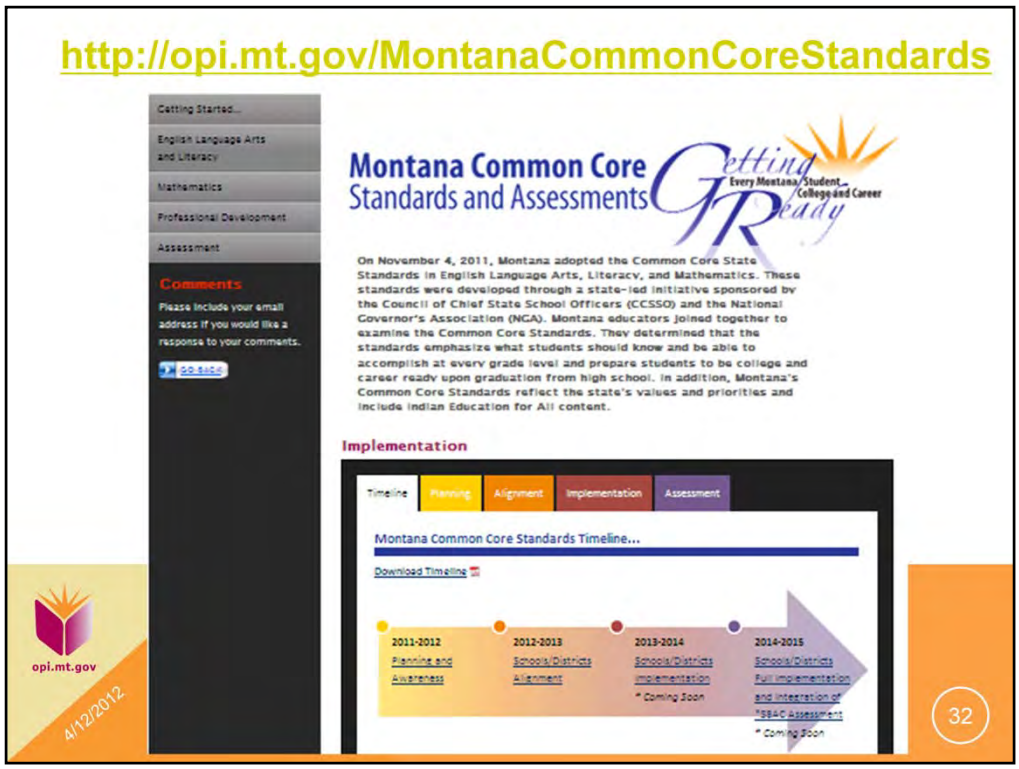
Until the 2014-15 school year, the Criterion-Referenced Test (CRT) will continue to be administered, and reporting will remain the same. In the 2014-15 school year, the SMARTER Balanced Assessment aligned to Common Core Standards will be administered.

The CRT is currently aligned to the standards that were in place during the initial development of the CRT beginning in 2002-03. The CRT will continue to be aligned to those standards and administered through school year 2013-14. It is not aligned to math and Reading standard reviewed and revised later in the 2000s.

Field test items, however, will be aligned to the Montana Common Core Standards and will be progressively released so that educators will have access to the items the results. The student results for AYP and public reporting will not include the field test items.



"You have complete the first in a set of 2012 Webinars on Montana Common Core Standards. Please, complete a more in-depth study of the standards and view Next Steps Webinar 2. Webinar 2 will provide the recommended steps for Awareness, planning as well as a process for alignment. The last set in this series of webinars address specific English language arts and mathematics content. Webinars for English Language Arts will be focused on Text Complexity, Writing and Literacy across the content areas. The Webinars for Mathematics will focus on the Standards for Mathematical Practice, the big ideas for each grade level, the kindergarten through high school learning progressions and high school courses"



"Please visit the Montana Common Core Standards webpage. It is easily accessible from the OPI home webpage located on the left-hand menu. Due to the daily influx of new information and resources, check the page often. You will find the PowerPoint for this webinar along with other webinars and PowerPoints on the Professional Development page."

"Thank you for taking time to listen to this webinar and continuing your work on the Montana Common Core Standards. We encourage you to contact Jean Howard, Cynthia Green, and/or Judy Snow if you have questions."